DOCUMENT RESUME

ED 107 536 SO 007 775

AUTHOR	Casteel, J. Doyle; Hallman, Clemens
TITLE	Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report.
INSTITUTION	Florida Univ., Gainesville. Center for Latin American Studies.
PUB DATE	Jun 74
NOTE	51p.; A Center for Latin American Studies Curriculum Report
AVAILABLE FROM	Center for Latin American Studies, University of Florida, Gainesville, Florida 32611 (A limited number of single copies, free)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Case Studies; *Cultural Education; Curriculum Guides; Elementary Secondary Education; Foreign Countries; Foreign Culture; Foreign Relations; *Inquiry Training; Intercultural Programs; Interdisciplinary Approach; International Programs; *Latin American Culture; Models; Pilot Projects; Social Studies; Social Values; *Values

ABSTRACT

The first booklet in a series of pilot materials developed by the University of Florida's Center for Latin American Studies is presented. Ten examples illustrating an integrated, multidisciplinary, and practical values clarification approach to teaching about Latin America are provided. The approach may be used by teachers in the languages, various social sciences, and humanities. Contents in this teacher handbook include discussions on value sheets (planned and written student activities), elements of value sheets, and value sheets as mediating links to a number of dimensions of teaching. The major portion of the work discusses and presents samples of five formats of the value sheet: standard, forced-choice, affirmative, rank-order, and classification format. Emphasis is on providing short, incomplete situational case studies in which the student is forced to project himself into a decision-making situation and then, through the value clarification questions that follow, to justify his decision. (Author/ND)

ED107536

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Felicity H. Truewood
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

ED107536

CROSS-CULTURAL INQUIRY: VALUE CLARIFICATION EXERCISES

J. DOYLE CASTEEL

CLEMENS HALLMAN

with

MONTE ADKISON
SANDY CARLISI
WILLIAM E. CARTER
JO ANNA GAMBER
ROBERT J. STAHL
FELICITY M. TRUEBLOOD
ANN WOLFF

J. Doyle Casteel is Associate Professor of Social Studies Education. Clemens Hallman is Associate Professor of Foreign Language Education and of Romance Languages. Both are members of the Department of Secondary Education, College of Education, University of Florida, Gainesville. Both are also associated with the Center for Latin American Studies, University of Florida. William Carter is Director of the Center. Felicity Trueblood is Executive Secretary of the Latin American Studies Association, University of Florida. The other persons listed as assistants in the development of this report are classroom teachers in the areas of foreign language and social studies.

A CENTER FOR LATIN AMERICAN STUDIES
CURRICULUM REPORT

JUNE, 1974

00003

One of the great tasks facing educators today is the transfer of knowledge and skills developed by university researchers into forms usable in grade and high school classrooms. International studies in our public schools has seldom benefited from such transfer. All too commonly languages are taught in complete isolation from culture and environment, and the latter are approached from the standpoint of only history and geography.

In an attempt to provide an integrated, multi-disciplinary, and practical approach to teaching about Latin America, a group of educators from Florida came together in June, 1974, and produced the enclosed pilot materials. They have been built around the concept of value clarification, and may be used by language teachers, history teachers, and teachers trained in geography, anthropology, sociology, economics, general social science, or the humanities. The materials consist basically of vignettes, i.e. short, incomplete case studies, in which the student is forced to project himself into a decision-making situation, and then, through the value clarification questions that follow, to justify his decision.

We believe that this approach to cultural learning can be much more effective than the traditional memorization of facts approach, for it can force the student to cope with basic issues of understanding other cultures. A word of caution is needed, however, for the exercises, unless well handled, can lead to the substitution of rationalization for encounter and true understanding. We encourage instructors using these materials to try various approaches. One approach could be the conversion of case situations into role playing, some students taking the role of Latin Americans, and others of the perplexed North American visitor.

The successful handling of value clarification cases and questions regarding Latin America depends upon a thorough grounding by the teacher in the nuances of Latin American cultures and languages. This can be achieved only through a great deal of study and, ideally, through personal experience in those countries that lie to the south.

This little booklet is the first of a series of teachers' aids which will be developed through the University of Florida's Center for Latin American Studies. As these materials are developed, feedback will become increasingly important. By working in close cooperation with teachers who face the classroom reality day after day, we will all learn.

William E. Carter, Director
Center for Latin American Studies
University of Florida
Gainesville, Florida

TABLE
OF
CONTENTS

		Page
I.	Introduction	1
II.	The Value Sheet	2
III.	Elements of the Value Sheet	3
IV.	Value Sheets: Mediating Links	6
V.	Formats of the Value Sheet	10
VI.	Culture Shock: the Focus	12
VII	Samples: Five Formats of the Value Sheet	13
	A. Standard Format Examples	
	1. No Time for Shopping	15
	2. Two Points of View	17
	B. Forced-Choice Format Examples	
	1. The Junta	20
	2. Bi-Cultural Considerations	24
	C. Affirmative Format Examples	
	1. ¿Qué pasa?	28
	2. Cabrito	30
	D. Rank-Order Format Examples	
	1. Social Priorities	33
	2. Image Making	36
	E. Classification Format Examples	
	1. Doyle	39
	2. Press International	42
VIII.	Question-Type Key	45
IX.	Recapitulation	46

CROSS-CULTURAL INQUIRY: VALUE CLARIFICATION EXERCISES

I

INTRODUCTION

Language, thought, and culture are inextricably intertwined. Cultural and cross-cultural inquiries are legitimate elements of foreign language instruction. One way of approaching this dimension of study is called value clarification which may be defined as patterns of language usage by students, patterns of verbal statements from which the teacher may infer that students are engaged in valuing. One way of securing value clarification is to use value sheets.[1]

---

[1]Various patterns of student language usage are described in J. Doyle Casteel and Robert J. Stahl, The Social Science Observation: Theoretical Construct and Pilot Studies. Research Monograph No. 7, Gainesville, Florida: P. K. Yonge Laboratory School, 1974, 125 pages.

II

THE VALUE SHEET

Value sheets are carefully planned and written activities. They are designed to elicit value clarification patterns of language usage from students. Furthermore, value sheets are planned and used in conjunction with ongoing units of conventional content. The use of value sheets in connection with units of instruction avoids the danger that students will perceive valuing as a form of activity isolated from the content they are learning. Since the value sheet is, by definition, integrated with other instructional activities, the teacher need not interrupt the sequence of instruction in order to assign and use value sheets.[2]

---

[2]Value sheets are defined here as planned and written student activities. Once value sheets have been planned and written as integral elements of a teaching sequence, the teacher may use such options as role playing in order to introduce situations at the focus of value clarification.

III

ELEMENTS OF THE VALUE SHEET

A value sheet always contains at least two elements: a situation and a set of eliciting questions (figure 1).

(1) The first element is a structured situation referred to as the social and scientific context. This element structures a situation within which students are to respond. This may be a description of an event or a set of phenomena. The situation may be contrived by the teacher in order to highlight some aspect of culture toward which the teacher wishes to direct the attention of students.

The situation may also assign a role to students who are to react to the value sheet. For example, a student may be asked to respond to a value sheet as he would react were he a missionary, a teacher, a tourist, a diplomat, or an exchange student in another culture. Or, he may be asked to respond as if he were a member of another culture.

(2) There is a set of eliciting questions called discussion starters. These questions provide a frame of reference that the teacher uses in order to guide student reactions. There are questions intended to help students understand the structured situation given. There are also questions designed to help students relate the situation to the unit of instruction that is being taught. Finally, there are questions intended to elicit statements of value and feeling from students.

Eliciting questions help the teacher to guide discussions. However, the teacher needs to be flexible and open in guiding value clarification exercises. The teacher's ability to guide such inquiries is enhanced if the teacher is adept at using four interrogative modes. These four modes of questioning behavior are presented in figure 2. [3]

---

[3]There is an instructional module designed to help teachers learn to understand and use these four interrogative modes: J. Doyle Casteel, Verbal Strategies of Valuing. 1968, 19 mimeo pages. In order to assist teachers in identifying and generating the interrogative modes used as discussion starters in the present Curriculum Report, a Question-Type Key is provided on page 45.

60000

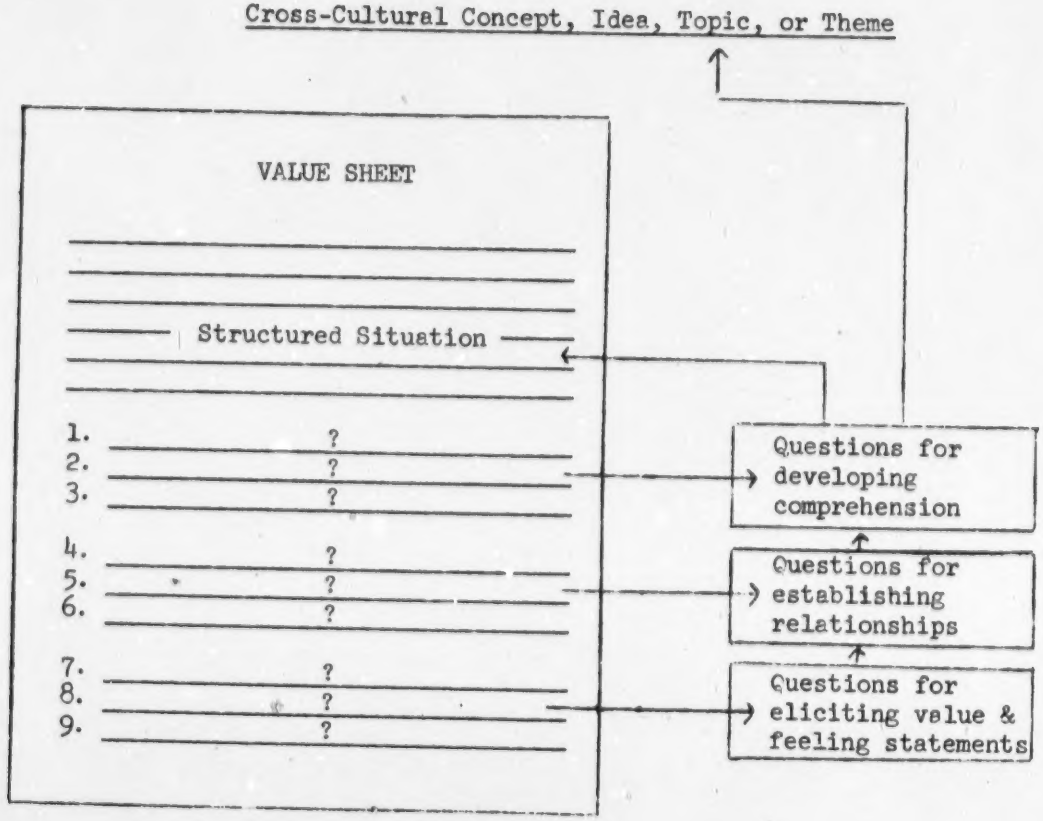

Figure 1: Elements of a Value Sheet

The Four Interrogative Modes

EMPIRICAL	RELATIONAL	VALUING	FEELING
What did you see?	How does what you saw relate to the topic? Explain your answer.	Is the relationship you see good or bad for man? Explain.	How do you feel about what you saw? heard? read? experienced? remember?
What did you hear?	How does what you heard relate to the topic? On what grounds?	Is the event you experienced good or bad for man? Please elaborate.	How do you feel about the relations we have established?
What did you read?	How does what you read relate to the topic?	Are the consequences of the relationship you established between facts and topic good or bad for man? Provide some illustrations	How do you feel about the effort to base values on the concepts of human utility?
What did you observe?	How does what you observed relate to the topic? On what basis?	Would it be good or bad for man if we agreed with the feeling you just expressed?	If you found yourself in the situation we have described, what would be your most immediate feelings?
What did you experience?	When you identified anxiety as a good consequence, how were you relating it to our topic?		
What do you remember?			
What happened?			

00010

Figure 2: Types of Teacher Questions Associated with Value Clarification

IV

VALUE SHEETS: MEDIATING LINKS

Structured situations and relational questions enable teachers to link a number of dimensions of teaching. Thus, value sheets may be used to link the study of language with the study of culture; foreign language instruction with social studies instruction; or content goals with skill objectives. These linkages are depicted in figures 3, 4, and 5.

Figure 3 suggests that language study enhances cross-cultural inquiry and that cross-cultural inquiry contributes to the study of language.

Figure 4 illustrates the fact that foreign language and social studies teachers may profitably share ideas and articulate foreign language and social studies units of instruction.

Figure 5 conveys the idea that value sheets are likely to result in student growth in knowledge of content as well as in social and learning skills. This growth is more likely if the conditions depicted in figures 4 and 5 are present.

00012

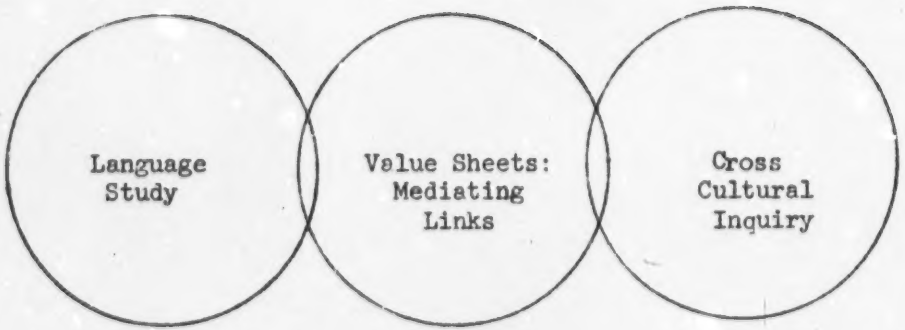

Figure 3: Linking Language and Cross-Cultural Study

000413

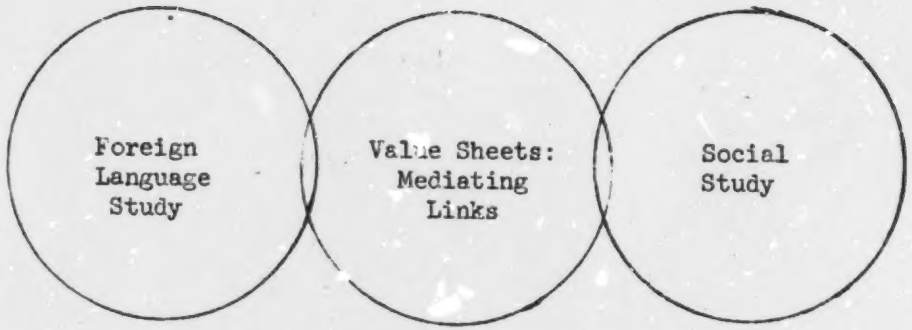

Figure 4: Linking Foreign Language Programs and Social Study Programs

00014

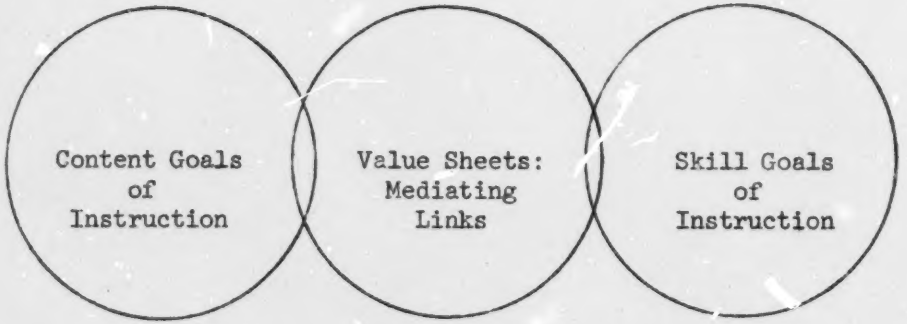

Figure 5: Linking Student Growth in Knowledge with Student Acquisition of Skills

V

FORMATS OF THE VALUE SHEET

Value sheets may be written in various formats. Each value sheet format stresses a different aspect of value clarification and decision making. Casteel has identified five formats in which value sheets may be written.[4] These formats are called:

the standard format

the forced-choice format

the affirmative format

the rank-order format

the classification format

A major function for each format of the value sheet is depicted in figure 6.

Examples of each of these formats are provided below. The examples presented are designed for use in conjunction with the study of "culture shock." Foreign language and social studies teachers are encouraged to copy (and modify) these value sheets in order to experiment with this approach to cross-cultural study.

---

[4]The theoretical approach and protocols for each format are presented in a forthcoming book: J. Doyle Casteel and Robert J. Stahl, Value Clarification in the Classroom: a Primer (Goodyear). Examples for use in high school science classes are available from the ERIC Center (Columbus, Ohio): J. Doyle Casteel, Robert J. Stahl, and John J. Koran, Jr., Value Clarification: Using the Concept of the Value Sheet. 1974, 96 pages. Other examples of the value sheet are currently in press as: J. Doyle Casteel and Robert J. Stahl with Monte Adkison and Thomas Gadsden, Jr. Value Clarification: Six Formats of the Value Sheet for the Social Studies. (Bulletin) Gainesville, Florida: Florida Educational Research and Development Council; J. Doyle Casteel and others, Valuing Exercises for the Middle School. Resource Monograph No. 11, Gainesville, Florida: P. K. Yonge Laboratory School, 1974, 31 pages. The approach to value clarification used is based on a verbal feedback system. This system is described in J. Doyle Casteel and Robert J. Stahl, The Social Science Observation Record: Theoretical Construct and Pilot Studies. Research Monograph No. 7, Gainesville, Florida: P.K. Yonge Laboratory School, 1974, 125 pages.

00016

				classifi-cation
			rank-order	organization
		affirmative	invention	invention
	forced-choice	basis	basis	basis
standard	reaction	reaction	reaction	reaction
student reacts	student provides basis	student invents solutions	student organizes preferences in a hierarchy	student links choices with consequences

Figure 6: Illustrative Functions for Different Value Sheet Formats

VI

CULTURE SHOCK: THE FOCUS

Culture shock refers to a set of feelings and thoughts persons experience when they leave their familiar environment and find themselves in another culture. The following conditions can create culture shock:

(1) If an individual finds that he must learn new rules for sitting, shaking hands, eating; or

(2) If an individual finds that he must learn new cues--verbal or non-verbal--by which to guide his behavior (gestures, facial expressions); or

(3) If an individual finds that he must learn cues as to when and where rules are to be followed; or

(4) If an individual discovers that values and behaviors are shared by his culture and another but that he must, nevertheless, reorder his priorities and redesign his behavior.

In order to function successfully in a new culture, one must develop new conceptualizations of space, new organizations of preferences, and a new sense of what is proper. Unless he develops such competencies, experience within another culture may result in an increase in provincialism.

VII

SAMPLES: FIVE FORMATS OF THE VALUE SHEET

Five samples of the value sheet are presented in this section. Each sample illustrates one of the formats in which value sheets may be planned. Each sample presented will contain the following components:

The Social and Scientific Context: This presents the situation which students are to understand. They are to relate it to the unit of work they are studying and are to express valuing and feeling statements about it. (The context may also present a role situation in which students are to respond.)

Discussion Starters: These are intended to guide follow-up discussions. They should not be slavishly followed; rather, they are to serve as a frame of reference.

VALUE SHEETS

STANDARD FORMAT EXAMPLES

The Social and Scientific Context:

NO TIME FOR SHOPPING

You are an American. Your parents are financing your very first trip to Latin America. The only thing you promised your parents was that you will bring them a typical souvenir from each country that you visit, no matter how long your stay in each. The stewardess announces that you are approaching Panama City, Panama. The jet engines begin to scream. You glance quickly at your flight ticket and realize that you will have a two-hour layover in Panama City before departing for your final destination-- Bogota, Colombia. Your anticipation is great and you tingle with excitement as you clutch your passport. From the air you get your first view of Latin America-- the Panama City Airport which is totally isolated from the town itself.

Souvenir shopping becomes your major objective in order to fulfill the promise you made to your parents. At first you are disappointed because you don't see any shops. However, as you leave the plane your eyes light up as you notice several rows of duty-free souvenir shops. As you pass through the gate, the stewardess reminds you that it is now 1:00 P.M. and you must be back on the plane by 2:45 P.M.

As you are about to turn down the hall to begin shopping, you overhear a fellow passenger talking about the limited variety of gifts that are sold in airport souvenir shops. Wanting to please your parents, you decide to go into town to do your shopping. The city offers more shops to give you more of a selection of gifts and souvenirs. You are even fortunate enough to catch the first taxi out of the terminal. Within minutes, you are in downtown Panama City.

You pass the first shop where you see an orange, handmade necklace of beach shells found along the Panamanian coast. What a perfect yet inexpensive gift for your mother! As you go to make your first purchase, you reach for the door of the shop that displays the necklace. You give several hard tugs and then you realize that the shop is locked and that there are no sales personnel inside.

Disappointed, you slowly walk down the line of shops until you spy a hat shop with straw Panama hats on display. You realize that would be the perfect gift for your dad. It would be a souvenir and yet practical. Your dad could wear it when he goes golfing.

Again you tug at the shop door and repeat the same previous experience-- the shop door is locked and there are no sales people inside.

Suddenly, you realize that every shop door in the downtown area is locked.

You turn to a Panamanian policeman who happens to be walking by at the time and ask why all of the shops are closed. Very casually he replies in Spanish that the shops are closed between one and three o'clock. You reply, ¿Por qué?" (Why?)

The officer shrugs his shoulders and replies "Es costumbre". (It's customary).

A quick glance at your watch tells you that you have just enough time to return to the plane.

Discussion Starters:

1. What is your destination?
2. What is your first stop?
3. What promise did you make to your parents?
4. What time is it?
5. Culture shock may be defined in part as feelings you experience when you are confronted with unexpected situations in a new culture. The plane landed at 1:00 P.M. How did this contribute to the young man's culture shock?
6. Given the above definition of culture shock, the Panamanian officer's reply "Es costumbre" was given in a very relaxed, casual manner. How did this contribute to the culture shock of the young man in the story?
7. Americans will sometimes say "Time is money". A Latin American might say "Time is _____".
8. If this happened to you, what would your feelings be?
9. How would you feel about not being able to keep a promise made to your parents?
10. Would it be good if Americans used time in a more leisurely way? Explain.

The Social and Scientific Context:

TWO POINTS OF VIEW

Two different newspapers published reports of a student uprising in Santiago, Chile, shortly before the election of President Allende:

Santiago, UNSW The whole country knows about the sad results of the student riot Tuesday night in La Paz Cemetery. With the pretext of honoring the anniversary of the death of the "student martyr," "Pato" González, whose activities made him well known to the police of our city, hundreds of students alleged that they were going to lay flowers at González's tomb. No one knows exactly how the riot began, but it appeared that the students carried clubs and revolvers with their flowers. They created a showdown with the police who were carrying out their duty by maintaining public order. The police had no choice but to defend themselves. A few students were slightly wounded. Some others were arrested and taken to jail where they were questioned for details by the police. The duty of the government is to govern. The duty of the police is to maintain order. Otherwise government cannot survive.

Santiago, ALANS In all the history of our country there is no parallel with the brutality that occurred in La Paz Cemetery Tuesday night when police opened fire on students gathered to honor the memory of "Pato" González, hero and martyr. Only cowards and murderers could commit such a crime. Without respecting the sanctity of the cemetery, the police attacked with clubs and bullets. Hundreds were imprisoned. We have just heard that the students have called for a nationwide general strike. This situation cannot continue. The government must free the students. It must make available proper medical treatment for the injured. We remind our readers that election time is here. This incident can only strengthen the liberal party, the only party which can restore our democratic institutions.

Discussion Starters:

1. In what country does this event take place?
2. What is the role of Allende?
3. Both articles treat the same subject. What is it?
4. What two political points of view are presented?
5. How are these articles similar? different?
6. Conflict is present when two or more people or groups seek the same goal and try to prevent each other from reaching it. Which parts of this situation illustrate conflict?
7. Do you think news reports of a similar incident would be written the same way in the United States? Explain your answer.
8. If, during a year you were spending in Latin America, you read these articles in two local newspapers, do you think you would find anything in them that would cause you to suffer "culture shock"? Why?
9. When you read these articles, what was your first feeling about them?
10. If a friend of yours were with the students at the cemetery, how would you feel about news report # 1? #2?
11. If a friend of yours were with the police at the cemetery, how would you feel about news report #1? #2?

FORCED-CHOICE FORMAT EXAMPLES

The Social and Scientific Context:

THE JUNTA

Debby was making plans for her exciting vacation. Every year she joined her father in Venezuela for three months during the summer. Debby's mother died when she was born and she had lived all of her life in either the United States or Venezuela. This year, her father had promised that she could stay and begin school in the fall in Venezuela instead of returning to the United States to live with relatives.

Her father is the production manager for United States Oil Company which has a big plant located in Caracas, Venezuela. He has lived in Venezuela for thirty years. During this period he has earned the respect and loyalty of all the men who work for him. Her father, who is a millionaire, owns a large quinta and other property in Venezuela. He remains, however, a loyal citizen of the United States and votes by absentee ballot in each election. He has also been well-respected by the government officials in Venezuela.

One week after Debby's arrival, her father awakens her. It is early morning. He tells her that he is putting her on a plane for the United States. Overnight, a military junta has overthrown the government. The junta has announced that they will not be responsible for the safety of citizens of the United States living in their country. Debby's father has made the decision that, for her safety, she must return to live with relatives in the United States.

Debby's father explains the situation to her. He also tells her that he will not be returning to the United States with her.

"You see, Debby," he says, "a man in my position can only make one of five decisions. None of these five involve leaving the country."

She asks, "Daddy, what are the five choices?"

He responds:

- "I can refuse to leave and force the new government to carry out its threat, even if it means going to prison.

- "I can use company money to support counter-revolutionaries.

- "I can destroy our oil wells and refinery so they cannot be used by the new government.

- "I can arm the men working for me and fight to save the company.

- "I can make a deal with the new government."

Debby sadly begins to pack her clothing.

Decision Sheet

Directions: Below are listed the five choices Debby's father can make. Select the choice you think is best and mark it.

_____ A I can refuse to leave and force the new government to carry out its threat, even if it means going to prison.

_____ B I can use company money to support counter-revolutionaries.

_____ C I can destroy our oil wells and refinery so they cannot be used by the new government.

_____ D I can arm the men working for me and fight to save the company.

_____ E I can make a deal with the new government.

Suppose a person whose opinion you value said, "I don't see how any person could justify that choice." How would you explain your choice?

_____

_____

_____

Discussion Starters:

1. What position did Debby's father hold in the Latin American country?

2. What types of business activities are associated with an oil company?

3. What do the words quinta and junta mean?

4. Suppose you had been Debby in the above story. What would have been your reactions to the sudden change brought about by the junta?

5. In what ways might a person having Debby's experience be said to suffer from culture shock?

6. Debby expected to live a year in Latin America and attend school. What new rules would she have encountered? How would the need to learn these new rules relate to culture shock?

7. In what ways might Debby's father's decision to remain be evidence that he is a good citizen of the United States?

8. Should the United States send troops into a country in order to protect American property?

9. What does Debby's father value most highly? Do you share this value?

The Social and Scientific Context:

BI-CULTURAL CONSIDERATIONS

A group of American businessmen are going to Buenos Aires, Argentina, on a business trip. You are a person who has some knowledge of Latin American culture. A close personal friend of your family who is a member of the business group says, "We've been told that we will be more effective in Argentina if we obey the following five rules:

(1) Don't present political pronouncements, particularly those justifying American foreign policy;

(2) Make an extra effort to listen to their views and don't rush into volunteering solutions and advice. In Latin America assent is not agreement;

(3) Make the extra effort to be patient when your business counterparts either don't show up on time or make you wait outside their office for what may appear to you as an inordinate amount of time. Further, don't expect to rush in and out of an interview. "Time is not money.";

(4) Repay courtesies and any entertainment in your honor by the host group;

(5) Dress formally rather than informally even when not as a business function."

Decision Sheet

Directions: Suppose you are in a situation where you could only obey one of these rules. Select the rule you think is the most important to obey:

_____ A Don't forward political pronouncements.

_____ B Make the extra effort to listen to their views and don't rush in giving advice and trying to solve their problems. "Assent is not agreement."

_____ C Make the extra effort to be patient when not met punctually and when a meeting goes on for a longer period of time than you are used to. "Time is not money."

_____ D Repay courtesies.

_____ E Dress formally rather than informally.

This is the best decision because:

_____

_____

_____

Discussion Starters:

1. To what city were the American businessmen going?

2. How many rules were presented by the businessman for good behavior while in Argentina?

3. According to the rules given, how should one react if a Latin American begins expressing his views on a subject?

4. How do the rules indicate you should dress when in doubt as to what would be appropriate?

5. How could you reciprocate entertainment and courtesies in your behalf?

6. In what ways might you consider your advice to be "good" advice?

7. Will your friend's attitudes and feelings toward the Argentinians be different because of your advice? Explain.

8. Will the Argentinians' feelings toward your friend be different if he follows your advice? Explain.

AFFIRMATIVE FORMAT EXAMPLES

The Social and Scientific Context:

¿QUÉ PASA?

Sandy looked out of the plane window and watched the Bolivian countryside. She watched the ground come closer and closer as the plane slowly landed. When she entered the airport at La Paz, her best friend, Monte, rushed up to hug her. Monte and Sandy had not seen each other for a long time. Monte had lived in Bolivia with her father, the American consul, for five years. After being reunited at the airport the two girls took a quick, exciting tour of the capital city before going to the consulate.

Sandy felt Monte was so lucky to have a father who lived in exciting places. Monte attended school in Bolivia, could speak Spanish, and knew so much about her new home. Sandy, with her limited ability to speak Spanish, only hoped that in her short two-week stay she would be able to see and do everything she wanted to do. Most of all, she wanted to see the "real" Bolivia; not just the places and things that tourists usually see.

It was an exciting first week. Monte introduced Sandy to her Bolivian friends and in her limited Spanish Sandy found that she really could talk to people, even if she did make a lot of mistakes. She began to learn some of the Bolivian customs. If she didn't understand something, she would ask Monte, "Qué pasa?" (What's happening?) and Monte would explain it to her.

One night Sandy was invited out to dinner by a very nice Bolivian family. She was a little nervous as she dressed for dinner because this was the first time she could not depend on her friend for help. Monte came into the room to tell her it was time to leave. Sandy, still very nervous, said, "Monte, How am I going to know how to act? Their customs are so different here." Monte replied, "If you really want to understand Bolivian customs, then . . . ."

Discussion Starters:

1. In what country does this situation take place?
2. What situation is Sandy confronted with in her South American visit?
3. Was Sandy's experience typical for a visitor to another country?
4. How does culture shock apply to the situation Sandy is confronted with?
5. Is the anxiety and frustration Sandy is confronted with justified? Explain.
6. How would you have felt if you were Sandy in this situation?
7. Was Sandy's friend correct in allowing her to be placed in this uncomfortable position? Explain.
8. If you were a Bolivian, what would you want an American to learn about your culture?

The Social and Scientific Context:

CABRITO

Joe lives on a ranch in Texas where his father raises cattle, sheep and a few goats. For his Four-H projects Joe has shown his prize steer as well as his pet goats. Each year the steer he shows at the state fair is sold for beef, but the goats are raised mainly for milk and each one has a pet name.

Joe's father, a successful rancher, is going to Mexico to advise several ranchers who want to learn more about American cattle breeding techniques. Joe is accompanying his father for the two-week stay and will live with a family on a Mexican hacienda.

When Joe arrives at his new home, the Garcia family is very excited and pleased to have him visiting. In honor of his arrival the family is having a small fiesta that evening. The main dish, Joe is promised, is to be very special.

Some time later, Joe inquires as to why the family servants are at the back of the house digging a pit. Joe does not completely understand the señora's explanation in Spanish. That evening the servants remove a cabrito (roast baby goat) from the pit. Joe immediately thinks of his own pet goats at home and a lump forms in his throat. The family looks expectantly for what they are sure will be a very pleased reaction. Joe knows he cannot eat the goat, but he also knows he cannot insult his host family who have prepared this feast just for him. Trying to do the least amount of harm, he arrives at a decision. He decides . . . .

Discussion Starters:

1. Why did Joe's parents go to Mexico?
2. What cultural differences did Joe encounter during his visit?
3. How might this situation have been avoided?
4. In what other areas do Americans cooperate with Mexicans to achieve common goals?
5. What foods do we have in the United States that might be considered strange to someone from Mexico?
6. Which would be more important to you-- sacrificing a personal belief or avoiding insulting someone from another culture? Explain.
7. How would you have felt if you were señora Garcia in this situation?
8. What good consequences might be derived from this experience?

RANK-ORDER FORMAT EXAMPLES

The Social and Scientific Context:

SOCIAL PRIORITIES

You have an advantage in dealing with culture shock in that you are familiar with both Peruvian life and culture patterns in the United States. Your Peruvian mother married your North American father when he was a mining engineer in Huasipungay. For most of your life you have spent half the year in the United States and half in Peru. You have observed many instances of misunderstanding caused by ignorance of the expected behaviors in both cultures.

This year you have been attending Central High School in the United States. Students from the Spanish classes at your school will spend the summer living with Peruvian families in Lima in an American Field Service exchange program. They have asked you to give a one-hour talk to your students to help prepare them for their trip.

You want to help your friends avoid culture shock and you know that their behavior in Peru will strengthen or weaken understanding between that country and the United States. On the basis of your experience as a bi-cultural person, you want very much to give them the most helpful information in the short time provided.

You have listed six important areas of expected behavior. Since you have agreed to answer all questions as they arise during your talk, you don't know whether time will permit you to cover all six areas. Therefore, you decide to rank the following topics from the most important to the least important:

1. Before you smoke or eat a snack, you must offer to share what you have with those around you.

2. Shake hands when you meet and greet friends and when you say goodbye.

3. Be aware that it is considered more important in Latin America to be a good friend, preserving your own dignity and that of your acquaintances, than to get a lot accomplished.

4. On the street, girls should behave in a quiet, dignified manner and not wear shorts or skimpy clothes; while boys should treat girls with respect and courtesy, never as "buddies."

5. Show considerable respect to elders in such ways as addressing them as usted rather than tú, standing until they are seated, etc.

6. Know that because emphasis in Latin American life is philosophical and personal, Peruvians often feel that gringos are materialistic.

Decision Sheet

Directions: Mark the most important information with a "1", the next most important with a "2", the third most important with a "3", and so on until you have marked the least important information with a "6".

_____ Sharing

_____ Shaking hands

_____ Friendship

_____ Boy/Girl behaviors

_____ Elders

_____ Personalism vs. Materialism

I chose _____ as the most important.

I chose _____ as the least important.

Discussion Starters:

1. What is generally considered more important to a Latin American--to be a good friend or to accomplish a lot?
2. Name three times a person is expected to shake hands in Peru.
3. Describe two behaviors expected of girls in Peru.
4. How are boys not expected to treat girls?
5. What information should be added to this list?
6. What factors influence behaviors in a particular country?
7. Did any of the behaviors described on this list surprise you? Explain.
8. When you read this list, what were your feelings about the behaviors?

The Social and Scientific Context:

IMAGE MAKING*

For purposes of this exercise, you and the other members of your group are to assume that you are the staff of a United States public relations firm-- Images Incorporated. Your services have been hired by a group of Latin American citizens who are concerned with fostering greater understanding of Latin American affairs and culture among United States citizens.

After signing the contract with this Latin American group, Images Incorporated commissioned a poll and found a number of misunderstandings held by a significant number of United States citizens polled. Given this data, you and your colleagues have decided that the first thing you must do is to correct erroneous ideas. Furthermore, you have decided to attack these ideas one-by-one in order to erase each as a barrier to a better understanding of Latin American affairs and culture among United States citizens.

In addition, your firm wishes to erase the most damaging misunderstanding first, the second most damaging misunderstanding second, the third most damaging misunderstanding third, and so on until all five have been extinguished. In order to do this, members of your firm must identify and rank-order erroneous notions about Latin America from the most damaging to the least damaging. To do this, you must agree on the misunderstanding you most prefer to erase and place a "1" in the blank (_____); you must put a "2" beside the misunderstanding you would prefer to correct next; and so on until you have placed a "5" by the policy you believe is least damaging and hence least preferable to correct.

_____ Latin America is a hot and dirty, but picturesque, area somewhere south of Texas. If one is going to live in the Southwest he should learn to locate it on a map.

_____ Although the people of Latin America are constantly starting revolutions, they are a poor and illiterate people. But one must remember they are also happy and fun-loving.

*The teacher may wish to divide the class into small groups in order to have students reach a concensus after they have completed the activity individually.

00041

_____ Although the area of Latin America is greater than the area of the United States, Latin Americans lack the Anglo-Saxon genius for cooperativeness. Consequently, one must remember that there are many little countries.

_____ Because Latin American countries are weak, United States policy has been to treat them as "sister republics." Americans must remember always to play the role of big brother.

_____ Latin American leaders are always corrupt, harsh, and ill-educated men. One must remember that the peons-- the other social class-- are always hungry for freedom, equality, and brotherhood.

Discussion Starters:

1. For what firm do you work?
2. How does your firm identify stereotypes about Latin Americans?
3. List at least three misconceptions about Latin Americans in your own words.
4. How do misconceptions differ from stereotypes?
5. How are misconceptions similar to stereotypes?
6. How do misconceptions contribute to culture shock?
7. Should people hire image makers? Explain.
8. How might misconceptions about Latin Americans hurt Americans?
9. How should ideas about other cultures be gained? used? changed?
10. When you read the misconceptions listed, what is your first feeling?

CLASSIFICATION FORMAT EXAMPLES

The Social and Scientific Context:

DOYLE

Doyle, a student at Osceola Middle School, is overjoyed when he receives his letter of acceptance for the student exchange program in Sincelejo, Colombia, a sister city of his hometown, Ocala, Florida. There were many students who applied to go down to Sincelejo and he felt very lucky that he had been chosen. The organization sponsoring him had given him a list of things that needed to be done before his departure in two months: passport, shots for typhoid, smallpox, and tetanus, flight plans, travelers' checks, and communication with his new family in Sincelejo. After talking with his Spanish teacher, Doyle realizes that there are many other things that need to be considered when traveling in a foreign country. He sits down and compiles a list of all the things he feels could be important.

1. Verbal communication in the native tongue.
2. The accepted and proper things to wear.
3. Typical menus, eating habits, and the correct manners to use when eating.
4. How time is defined and valued.
5. The relationship between man and nature.
6. How decisions are made and enforced and their resultant effect on the people.
7. How people relate to individuals and to groups.
8. Orientation to situations of daily life.
9. Behavioral norms in private and in public.
10. The value placed on religion and the role of the church in everyday life.
11. The use of leisure time.
12. Availability of educational opportunity and its content.

Aware of the time limitations that have been placed upon him in preparation for his trip, Doyle knows that he has to choose from his list the three items that he feels are most important. He also realizes that he must eliminate the three that could possibly be learned from his Colombian family once he is in Sincelejo. Perhaps he will have time before he leaves to study the remaining areas.

If you were Doyle, faced with this decision, what would you decide?

Decision Sheet

The three most preferred areas of cultural study are:

1. _____
2. _____
3. _____

The reasons for choosing these three areas are:

_____

_____

_____

The three least preferred areas of cultural study are:

1. _____
2. _____
3. _____

Reasons for rejecting the above are:

_____

_____

_____

Discussion Starters:

1. How did Doyle feel about being chosen to go to Sincelejo, Colombia?
2. What preparation was necessary before he left?
3. How did Doyle approach the problem of learning about another country?
4. How did Doyle try to prevent culture shock?
5. Who else could Doyle have consulted to provide valuable information before departing?
6. What other areas might possibly have been included for consideration?
7. What would your immediate feelings be had you been chosen to go to Sincelejo?
8. Given that you will be a representative of American culture, what impressions would you want Colombians to have about the United States?

The Social and Scientific Context:

PRESS INTERNATIONAL

A group of prominent Latin American journalists have invited you, a famous American newspaper editor, to be the guest speaker at a conference to be held in Quito, Ecuador. As the guest speaker, you see a valuable opportunity to answer several questions about the United States that frequently occur in Latin American newspapers. Prior to the conference you are sent a list of these questions from the Latin American group and upon reading them you discover that many of the questions have some truth in them, but most are half-truths or facts that are not completely explained about American life. Also, as you read them you notice that most of the questions are stereotypes that many Latin Americans hold about the United States.

Realizing the limitations that time and knowledge have placed upon you, you must choose which three questions you consider most deserving of a response and which three questions are least deserving of an attempted explanation? The questions are:

1. Your country is rich and has modern methods of technology yet you still have poverty and unemployment. Why?

2. Why do you allow American women to work outside the home? This has been largely responsible for the increase in divorce, juvenile delinquency, and unemployment.

3. Is it true that your youth are corrupt and drug-dependent?

4. America has a historical democratic tradition. Why then do you support dictatorships (Paraguay, Chile, Spain, Peru) and military juntas which are also dictatorships?

5. Why do you retain control of the Panama Canal? Shouldn't it belong to the Panamanians?

6. Your foreign aid just makes the rich richer and does not help the poor people. Why then do you continue to claim you are helping the people of Latin America?

7. Why do Americans have such limited knowledge about Latin America--its geography, customs, history, and language?

8. Why did the Alliance for Progress fail?

9. Why do you permit your businessmen to get rich on our wealth by exploiting our natural resources and selling over-priced American goods to our people?

10. You trade with Communist countries. You don't want us to. Why?

Decision Sheet

The three most important questions to answer are:

1. _____
2. _____
3. _____

The reasons for selecting these three are:

_____

_____

_____

The three least important questions to you are:

1. _____
2. _____
3. _____

The reasons for selecting these three are:

_____

_____

_____

Discussion Starters:

1. What group is meeting in Quito, Ecuador?

2. What is your position?

3. What do you plan to accomplish?

4. What circumstances could have caused the American editor to feel that it was important to talk to the Latin American journalists?

5. What causes stereotypes to be formed?

6. Suppose a person went to Latin America and did not know that Latin Americans hold these perceptions. How might he be surprised? shocked? make serious errors?

7. As a Norteamericano, how did you feel when you learned about these opinions of the United States?

8. Is it good for the United States to continue to deal with countries that hold such opinions?

9. If you were the editor, how would you feel about addressing the journalists?

VIII

QUESTION-TYPE KEY

C = Comprehension

R = Relational

VF = Valuing and Feeling

Page 16:

1. C
2. C
3. C
4. C
5. R
6. R
7. R
8. VF
9. VF
10. VF

Page 18:

1. C
2. C
3. C
4. C
5. C
6. R
7. R
8. R
9. VF
10. VF
11. VF

Page 23:

1. C
2. C
3. C
4. R
5. R
6. R
7. VF
8. VF
9. VF

Page 26:

1. C
2. C
3. C
4. C
5. R
6. VF
7. VF
8. VF

Page 29:

1. C
2. C
3. R
4. R
5. R
6. VF
7. VF
8. VF

Page 31:

1. C
2. C
3. R
4. R
5. R
6. VF
7. VF
8. VF

Page 34:

1. C
2. C
3. C
4. C
5. R
6. R
7. VF
8. VF

Page 37:

1. C
2. C
3. C
4. R
5. R
6. R
7. VF
8. VF
9. VF
10. VF

Page 41:

1. C
2. C
3. C
4. C
5. R
6. R
7. VF
8. VF

Page 44:

1. C
2. C
3. C
4. R
5. R
6. R
7. VF
8. VF
9. VF

IX

RECAPITULATION

Value clarification may become a major and valid thrust of foreign language and cross-cultural instruction. Value clarification may be defined in terms of verbal patterns of behavior employed by students when they are engaged in valuing. Valuing patterns of verbal behavior may be planned for and elicited by value sheets. Value sheets can be written in different formats in order to secure value clarification from students. If follow-up questions for value sheet exercises contain relational questions, valuing can occur as an integral element of ongoing instructional units. Ten examples illustrating this approach to value clarification have been presented in this report.